

Chapter-4

TEACHING SKILLS

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INTRODUCTION

Education is back bone in the development of a society and teacher has a pivotal role in the education system. Effectiveness of a teacher is always gauged on the basis of teaching skills. Effective teaching skills are a precondition for translating theory into practice. The criterion of effective teacher includes not only the subject expertise, but ability to create an effective classroom environment in the classroom to reshape and redesign the knowledge, stimulate intellectual curiosity, encourage innovative and independent thinking of students. To inculcate these attributes in teachers, teacher training programs put utmost stress on developing skills among student teachers. During teaching practice, the novice student teacher uses teaching skills strictly per guidelines given by the teacher educator, but this state of affair becomes different in real class room situations.

Most importantly, the aim of teachers has always been to assist students to learn efficiently. To meet with this target, teachers have to be expert in applying different teaching skills during instruction. To achieve learning targets and to maximize learning, teachers must understand the significance of individual skill and the integration of various skills. This is imperative in secondary classes where teacher uses various techniques to keep students involved in the classroom, e.g. discussions, questions answers, use of teaching aids to change the sensory focus and, in particular, summarize to help students learn. A thorough knowledge of content matter is fundamental for teaching effectively. Besides this, logical presentation of subject matter is also essential for effective instruction. To plan the instruction in a logical sequenced way, teaching expertise is crucial. Even experienced teachers need to refine this aspect and add value to maximize the effect of teaching in the classroom (Sharma, 2000).

Teacher training programs inculcate effective teaching skills among teachers. Such Pre-service training programs assist teachers in grasping different teaching-learning theories related to help them to design subject matter, develop curriculum, and know psychological principles of andragogy and pedagogy. Such trainings foster teachers to learn the basics to teaching-learning process. Without understanding of how and under what circumstances a pupil becomes engaged in instructional activities, mapping a learning environment is vague. The circumstances under which students engage in learning include the classroom environment, the explicit teaching strategy used, and the place of the learning goal. In executing plans for instruction, a significant role is the introduction of introductory experiences a teacher applies to produce the yearning high level of students' involvement. Techniques for set induction are crucial for planning and following precise procedures for getting the best of instruction. Pre-service training

programs make use of a range of techniques i.e. simulation, demonstration, and especially, micro teaching to increase teaching skills among novices. Much value is attached to proper use of set induction, presentation, understanding students' psychological needs and students' evaluation (Murthy, 2008).

There are two aspects of effective teaching. One aspect focuses on the teaching behavior and second aspect emphasizes on learning outcomes. Effective teacher is one who intellectually effective and utilizes different approaches during instruction by applying different learning activities. Implementation of teaching principles in the classroom is facilitated with certain skills acquired by teachers through education and training. Teaching skills is the combination of verbal and non-verbal behavior of a teacher. These skills can be examined and gauged in terms of a student's change in behavior. This indicates that teaching skills are instructional techniques used by teachers to make teaching learning viable by initiating two way communications between teacher and student. Teacher's performance is judged by the ability to know where and how to apply these skills. Teaching skills are essential for teachers as the means to accomplish the eventual target of bringing constructive and desired change in the behavior of the students. All the teaching skills are interrelated and indispensable for each other. Teacher's success is not determined not by the number of skills he/she applies in the class, but depends on how these skills are interlinked, regulated and adapted to make teaching an effective tool in helping students to become active learners, explorers and critical thinkers (Bhargava, 2009).

OBJECTIVES

After reading this unit, you will be able to:

1. Gain knowledge about importance of teaching skills.
2. Identify different teaching skills.
3. Explain the nature, importance and different types of set induction.
4. Discuss the process of identifying learning difficulties of students.
5. Examine the worth of preparing lessons according to the individual needs.
6. Analyze the importance of students' evaluation.

1. TEACHING SKILLS

Teaching is an indispensable part of education. Its unique function is to deliver knowledge, expand understanding and talents. It is generally linked with imparting of 3 R's (reading, writing, arithmetic). The teacher plays a fundamental role in imparting knowledge to the learners. Hence, teaching does not primarily mean telling. It is rather helping students to learn. This means the focus is on the learners instead on teachers. A teacher needs to get into the shoes of the students to know what they need and where they are in understanding a particular subject matter. This demands certain teaching skills from teacher to have an insight regarding the level of students' understanding. The teaching skills are defined as a group of teaching operations or behaviors or acts, which are aimed to assist students' learning directly or indirectly. To know how to teach is the great art of teaching (Brookfield, 1995). Here are some teaching skills which are necessary for effective teaching. These include set induction, presentation of content in a meaningful way, identification of students' learning difficulties, preparation of lessons according to individual needs, and students' evaluation. You will read the detail of each skill and grasp the importance of these on the following pages.

2. SET INDUCTION

Cheek (2006) says that sometimes students do not understand the lesson and disturb their classes. The opening of every lesson is imperative because this occasion is the base for understanding so that the rest of the lesson is established. An effective proactive teacher obtains the students' attention before launching the lesson. When all the students' attention is collectively obtained, it is called *set induction*. It is also called anticipatory set, and sometimes labeled as a "hook" to capture the learner's attention. Basic purpose of using set induction is to place students into a receptive frame of mind and to create an organizing framework for the ideas, principles, or information that is to follow. Teacher can use this skill technically in several ways i.e. teacher can use an announcement, apply a set of instructions, and ask a provocative question. Teacher can also launch the lesson by telling exciting stories about the lesson and motivate students by using examples or analogies to extend the understanding and the application of abstract ideas.

Set induction is about preparation of lessons. When the students are *set*, they are ready to learn. Set induction is thus about getting them ready, inducing them into the right mind-set. Sets are used before any new activity, from introduction of a new concept to giving homework. It is important in each set both to create *clarity* about what is expected happen (both what you will do and what they should do), and to create *motivation* for what to occur, with students being fully engaged in the learning.

Set is a mental state of readiness, in which, *induction* brings it on. *Set Induction* gets learners thinking and ready for the lesson. *Anticipatory set* is another name used. Set induction should contain a statement of the learning to provide a reference point between what the student knows and the new material, thus creating a link from one lesson or class to the next. Moreover it must relate the lesson's objectives; and involve the learner in the learning. Relating the objective to some experience past, present and future helps in retention and transfer at a later time. Teacher can use certain techniques for involvement of the learner in the learning i.e. Covert, Overt, Questions, Activity, Pictures, Objects, Cartoons, Stories, Anecdotes, Outlines, Transparencies, Summarizing etc.

Set induction is useful strategy to explain prospective benefits to the learner, providing obvious instructions and describing what is going to happen.

The STEP acronym may be used to help remember what to do:

- *Start*: Welcome the students and settle them down and gain attention.
- *Transact*: Understand their expectations and explain yours. Link with previous learning.
- *Evaluate*: Assess the gap between their expectations and current reality. Clarify any discrepancies for them.
- *Progress*: Move on to the main body of learning.

There are several reasons for using set induction to induce students to concentrate and learn.

1. To focus attention on what is to be learned.
2. To create a frame of reference before or during a lesson.
3. To give meaning to a new concept or principle.
4. To stimulate student interest and involvement.

The question arises "how" set induction is used. Set induction is used for preliminary attention gaining and orientation purposes. For preliminary attention gaining purpose, teacher can give pause/ look at students and wait for their response. For orientation purpose, teacher can select an event, process, object or device which matches objectives. The teacher also needs to know "when" to induce a set. Sets are appropriate for almost any learning activity. For example, a set is appropriate:

- At the start of a unit
- Before a discussion.
- Before a question-and-answer period.
- When assigning homework.
- Before hearing a panel discussion.
- Before student reports,
- When assigning student reports.
- Before a film or other media event.
- Before a homework assignment based on a discussion that followed a filmstrip.

The most effective sets are those that catch the students' attention and interest them in the material.

Activity No. 1

Give short answers to the following questions:

1. What do you understand by teaching skills?
2. Define set induction.
3. Explain the acronym "STEP".
4. When set induction is appropriate?
5. What are the reasons to use set induction?

2.1 Importance of Set Induction:

Alliss (2011) says that many teachers spend outrageously little time preparing their students for classroom activities. Often this preparation consists only of telling their students to read some story by the next class session or to watch some demonstration carefully. With such a limited introduction, could any teacher truly expect students to be attentive and eager to learn the material?

Several psychological experiments have demonstrated the importance of set induction in learning. Research indicates that activities preceding a learning task influence the performance of the task. The research also indicates that the effectiveness of a set depends somewhat on the situation to which it is applied. Hence, teachers must find those kinds of sets most appropriate to their purposes and must modify these sets to fit the specific classroom situation.

In most cases, the initial instructional move of the teacher should be to establish a set. The set focuses students' attention on some familiar person, object, event, condition, or idea. The established set functions as a point of reference around which the students and the teacher communicate. The teacher uses this point of reference as a link between familiar and new or difficult material. Furthermore, an effective set encourages student interest and involvement in the main body of the lesson.

The establishment of a set usually occurs at the beginning of a class period, but it may occur during the session. Set induction is appropriate whenever the activity, the goal of the content of the lesson is changed so that a new or modified frame of reference is needed. Set induction is also used to build continuity from lesson to lesson and from unit to unit. Thus, a new set may be linked to an established set to a series of sets.

All of us have experienced the influence of set induction on our responses to a situation. If we have been told that some person is a brilliant scientist, we respond differently than we would if we had been told he or she was a star athlete. What we "learn" during our conversation with this person will depend in part on what we have been told. Similarly, whatever information a teacher gives students about the degree of difficulty and format of a test will probably affect the way they study for it.

Suppose that a teacher wants the students to read Chapter Six in their textbooks as homework. Suppose Chapter Six is about the "Independence of Pakistan". What remarks or activities will produce the most learning for the next day? The teacher could say,

"Now class, for tomorrow I want all of you to read chapter six in the text." Such a weak set would normally produce a weak response. The next day the teacher might discover that half the class had not read the assignment, and that the other half, although claiming to have read it, was unable to discuss it in any depth.

The teacher might have said, "For tomorrow, I want you to read Chapter Six in the text and come to class prepared for a discussion." This set is an improvement. It gives the students more information about the instructional goal; they are to prepare for a discussion. But the students need a good deal more information before they will be able, or disposed, to prepare themselves for an interesting, stimulating discussion. Exactly what will be discussed? What points should they consider as they read? What should be the focus while they read? How should they use previously learned material? Should they study facts or principles? Should they compare? Should they contrast? Both? Neither?

Activity No. 2

Discuss importance of set induction while teaching at primary level.

2.2 Types of Set Induction:

Set induction can be used by a teacher by variety of ways. Some of the set induction types include facilitating sets, motivating sets, and summary.

- **Facilitating Sets**

Facilitating set is used to summarize information presented in previous lessons. It is also used to summarize information that will occur. In short, teacher can use facilitating set to emphasize the cognitive aspects of a new lesson by reviewing or summarizing.

- **Motivating Sets**

By using this type of set, teacher can catch the students' attention and arouse curiosity. In motivating set, teacher poses interesting questions and uses dramatic appeal. It also creates a need or interest among students and induces an affective or emotional response.

- **Summary**

It is best to provide both motivating and facilitating sets. Teacher can monitor behavior by involving students in overt behavior.

Set Induction Example:

Here is one example of set induction. If a teacher is teaching hypertension topic to 10th grade biology class, set induction may be used as following:

"How many of you have a friend or a family member that has a heart problem or blood condition? (After posing the question, teacher waits for the students' answers and proceeds towards the topic).

Well, today we are going to learn about hypertension and its causes.

Making healthy lifestyle choices and starting those habits now can help you in preventing this disease in your future".

Activity No. 3.

Read "Types of set induction" carefully. Which type do you think is more effective to teach at primary level?

3. PRESENTATION

Kyriacou (1998) highlights that lesson presentation is comprised of learning experiences which a teacher sets up to achieve the learning objectives. Basically, presentation introduces new information, checks learner comprehension of the new material, and models the tasks that the learners will do in the practice stage. There are variety of teaching strategies, and as a result of it, there is now a wide range of learning activities which a teacher can set up to achieve best results. Moreover, teachers are actively encouraged and expected to make use of a number of different teaching methods in their program of lessons. According to Kelley (2010) teaching/presentation includes input, modeling, and checking for understanding.

1. **Input:** The teacher provides the information needed for students to gain the knowledge or skill through lecture, film, tape, video, pictures, etc.
2. **Modeling:** Once the material has been presented, the teacher uses it to show students examples of what is expected as an end product of their work. The critical aspects are explained through labeling, categorizing, comparing, etc. Students are taken to the application level (problem-solving, comparison, summarizing, etc.)
3. **Checking for Understanding:** Determination of whether students have "got it" before proceeding. It is essential that students practice *doing it right* so the teacher must know that students understand before proceeding to practice. If there is any doubt that the class has not understood, the concept/skill should be re-taught before practice begins.
 - **Questioning strategies:** asking questions that go beyond mere recall to probe for the higher levels of understanding is necessary to ensure memory network binding and transfer. Bloom's Taxonomy of Educational Objectives provides a structure for questioning that is hierarchical and cumulative. By using this taxonomy, teachers can structure questions at the level of proximal development, i.e., a level at which the pupil is prepared to cope. Questions progress from the lowest to the highest of the six levels of the cognitive domain of the Taxonomy of Educational Objectives: knowledge, comprehension, application, analysis, synthesis, and evaluation. During presentation, questioning skill is indispensable for pupils' active participation and long term learning.

3.1 The Components of Presentation Skills:

According to Kyriacou (1998) teacher's manner is considered the key element in lesson presentation. Here are some components of lesson presentation skills which a teacher is supposed to possess. These are:

- **Voice:** Teacher should speak in a clear, firm voice and vary his volume and pitch when he wants to emphasize something. Make sure that all students can hear teacher's voice easily but be sure not to shout or talk so loud that his/her sound irritates students.

- **Tone:** Many teachers confuse voice and tone. Tone is the ‘feeling’ that emanates from voice and mannerisms. A tone that is confident and warm, and not dry or ego-centric works well in projecting a comfortable feeling to the students.
- **Vocabulary:** While presenting a lecture, teacher should stay away from unfamiliar terms and jargon as much as possible. If there is a need to introduce technical terms and jargon, teacher should take the time to define them for students to understand. Acronyms fall into this category. If teacher has to use them, then students should be told what the acronyms stand for.
- **Humor:** A teacher with a good sense of humor can actually help to create a more relaxed learning atmosphere for the students. Humor in teaching has been known to liven up boring material and helps to diminish the traditional idea that the teacher is dominant and the students are subordinate. Too much humor can be detrimental. Teacher wants the students to know that he takes his work seriously so they will too.
- **Body Language:** It is a known fact that students respond better to a teacher who is moderately active and moves around the room to connect with students. The teacher who stands at the board or sits at his chair all the day does nothing to present an image of comfort in the classroom. On the other hand, getting too close to a student’s personal space is not good either. Teacher might want to try teaching from the back of the room when students are doing exercises so that teacher can readily see if anyone is having problems without making them draw attention to themselves. Questions such as "how is it going" as teacher approaches a workstation prevents him from startling the student.

Here are some tips by Flagler and Hamlin (2009) for teachers to make presentation more effective and attractive for students:

- Teacher should know the material. He should have the content well in hand. Most problems can be alleviated by being very well prepared.
- Teacher should show interest in the topic to be taught. He must try to find something unique of special interest about the topic and most importantly, shows your enthusiasm and interest. An enthusiastic teacher will get an enthusiastic audience.
- Teacher should also know the audience. Whom will he be presenting to? How involved with the topic is his audience? What level of sophistication does his audience have with the topic? Does he expect them to be asking questions? How teacher’s presentation of the material will foster questioning, comments or arguments etc.
- Teacher should prepare an outline of his talk in advance. The fewer notes teacher uses the more natural his talk will be. Good teachers always get a clear idea of the main points and supporting information, anecdotes, etc. Keep it simple and to the point and utilize all the appropriate parts of a speech including introduction, body and conclusion.

- There should be appropriate utilization of visual aids. They are a good way to draw and maintain interest from the students as well as highlight main points. Teacher must be sure they are appropriate and support his presentation. Check them out to be sure they work. When teacher does not use them, set them aside or cover them up.
- Good teachers always practice their presentation. Teacher should talk to himself OUT LOUD going through all the motions and gestures he expects to use during his presentation. He should try to make the practice as real as possible. It is easy to start practicing with notes, teacher will quickly find that he will no longer need them and his presentation will be more natural.
- Look sharp and expect butterflies. Teacher shouldn't be fooled! Everyone is nervous to some degree; some people hide it better than others. Preparation is an important event. Teacher should dress, eat, and sleep appropriately.
- Teacher should try to smile, speak and gesture as naturally as possible. It is important to remember that the more one practice's the more at ease one will become.
- Don't apologize. Teacher should not downgrade his self by making excuses either at the beginning or the end of his presentation. Rather, he should stand up. Give his talk with enthusiasm. Don't drag it out. Then, sit down and let others decide how well he did-unbiased by any apologies from him.
- Giving a good presentation requires skill. Above all, teacher must be well prepared and practiced. Be observant of others. Watch what they do well and how teacher thinks they can improve.
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Activity No. 4

Fill in the blanks.

1. ----- is comprised of learning experiences which a teacher sets up to achieve the learning objectives.
2. Teaching/presentation includes input, -----, and checking for understanding
3. In ----- the teacher provides the information needed for students to gain the knowledge or skill through lecture, film, tape, video, pictures, etc.
4. Teacher's manner is considered the key element in -----.
5. Many teachers ----- voice and tone.
6. Teacher should ----- in a clear, firm voice and vary his volume and pitch when he wants to emphasize something.
7. While presenting a -----, teacher should stay away from unfamiliar terms and jargon as much as possible.
8. A teacher with a good sense of----- can actually help to create a more relaxed learning atmosphere for the students.
9. Teacher should show -----in the topic to be taught.
10. Teacher should try to smile, speak and ----- as naturally as possible.

4. IDENTIFYING LEARNING DIFFICULTIES OF STUDENTS

Every student has a unique identity, mind, learning styles and learning needs. During instruction students face different learning difficulties. Interstate New Teachers Assessment and Support Consortium (INTASC) (2010, Pp.1-4) has presented some standards for teachers to identify learning difficulties of students.

Standard # 1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

To accomplish this standard, the teacher should understand major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches. The teacher should also understand how students' conceptual frameworks and their misconceptions for an area of knowledge can influence their learning. In this regard, the teacher relates his/her disciplinary knowledge to other subject areas.

The teacher realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving. S/he seeks to keep abreast of new ideas and understandings in the field. The teacher appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the learner. The teacher has enthusiasm for the discipline(s) s/he teaches and sees connections to everyday life. The teacher is committed to continuous learning and engages in professional discourse about subject matter knowledge and children's learning of the discipline.

The teacher can do following performances:

- The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and links them to students' prior understandings.
- The teacher can represent and use differing viewpoints, theories, "ways of knowing," and methods of inquiry in his/her teaching of subject matter concepts.
- The teacher can evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness in representing particular ideas and concepts.
- The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.
- The teacher develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.
- The teacher can create interdisciplinary learning experiences that encourage students to integrate knowledge, skills, and methods of inquiry from several subject areas.

Standard #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

To accomplish this standard, the teacher should understand how learning occurs-how students construct knowledge, acquire skills, and develop habits of mind-and knows how to use instructional strategies that promote student learning for a wide range of student abilities. The teacher should also understand that students' physical, social, emotional, moral, and cognitive development influence learning and knows how to address these factors when making instructional decisions. Moreover, the teacher should be aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral, and cognitive), can identify levels of readiness in learning, and understands how development in any one domain may affect performance in others. The teacher should also appreciate individual variation within each area of development, show respect for the diverse talents of all learners, and must be committed to help them develop self confidence and competence. The teacher is supposed to be disposed to use students' strengths as a basis for growth, and their errors as an opportunity for learning.

The teacher can do following performances:

- The teacher assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (cognitive, social, emotional, moral, and physical)and that leads to the next level of development.
- The teacher stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students' experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks.
- The teacher accesses students' thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.

Standard #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

To achieve this standard, the teacher should understand and identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes, and may design instruction that helps use students' strengths as the basis for growth. The teacher should also understand and provide adaptations for areas of exceptionality in learning, including learning disabilities, visual and perceptual difficulties, and special physical or mental challenges. The teacher should have knowledge about the process of second language acquisition and about strategies to support the learning of students whose first language is not English. The teacher needs to know how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values. In this regard, the teacher should have a well-grounded framework for understanding cultural and community diversity.

The teacher can do following performances:

- The teacher believes that all children can learn at high levels and persists in helping all children achieve success.
- The teacher appreciates and values human diversity, shows respect for students' varied talents and perspectives, and is committed to the pursuit of "individually configured excellence.
- The teacher respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.
- The teacher is sensitive to community and cultural norms.
- The teacher makes students feel valued for their potential as people, and helps them learn to value each other.
- The teacher identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, and needs.
- The teacher uses teaching approaches that are sensitive to the multiple experiences of learners and that address different learning and performance modes.
- The teacher makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, and communication and response modes) for individual students who have particular learning differences or needs.
- The teacher can identify when and how to access appropriate services or resources to meet exceptional learning needs.
- The teacher can identify when and how to access appropriate resources to meet the needs of students with particular talents.
- The teacher seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (e. g. drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures).
- The teacher brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family and community experiences and cultural norms.
- The teacher creates a learning community in which individual differences are respected.

According to Sedita (2001), every student has an individual learning style based on his unique set of learning strengths and weaknesses. How can teachers present information in ways that suit various learning styles? What procedures should they follow to ensure that students understand and master language arts skills? The following teaching principles are universal; they represent good pedagogy for any instruction setting:

1. Apply Multi Sensory Strategies:

Multi sensory instruction means teaching that utilizes all learning modes, including visual, auditory, and tactile-kinesthetic. The principle of multi-sensory instruction is useful beyond simply teaching reading and spelling. It should be used to teach any information or skill. Educators should encourage students to see, hear, re-verbalize, read, copy, write, discuss, and touch what they are learning. When

teachers present information, they should appeal to all three modes of learning: visual, auditory and tactile-kinesthetic. Students need to be shown as well as told how to do something. Whenever possible, teachers should give an example or demonstrate skill.

2. Practice to the Point of Automatization:

Automatization means learning a skill to the point that the student can accomplish a task with ease, speed, and little deliberate attention. Automatic reading occurs when a response to a letter, syllable or word becomes so established that the student does not have to consciously try to select an appropriate response.

Automatization is not only essential to reading. Automatization is important for all language arts tasks. Every writing, spelling, comprehension, organization, and study skill should be practiced until it becomes a habit (e.g., spelling rules and patterns, strategies for identifying and formulating main ideas, grammar and punctuation rules, sentence and paragraph structures, and study skills strategies such as note taking and summarizing).

3. Micro-Unit and Structure Tasks:

Micro-uniting, also known as task analysis means breaking down a skill or task into a series of smaller steps or units. Each step is taught in turn, and then eventually combined to learn the larger skills or complete the larger task. The hierarchical nature of language structures lend themselves quite well to micro-united instruction. For example, students should learn and practice each step of the decoding scope and sequence (i.e., consonant and vowel sounds, consonant blends, double vowel combinations, etc.) so they can eventually apply these combined decoding skills to read text.

Often, assignments such as writing a composition or reading a text chapter can be overwhelming much in the same way that hiking a mountain might be to a novice hiker. When the hiker is given a trail guide that provides step-by-step directions and information about each part of the trail, the once formidable task becomes a series of manageable steps, each building upon the other. If teachers micro-unit their instruction, and teach students how to apply their own micro-uniting strategies to complete assignments, students will see a larger, overwhelming task in terms of manageable steps that they are confident they can complete.

Structure is key to micro-uniting. Tutorial goals should be clear and specific. Tutorial lessons should be planned and presented step by step. Directions should be clear and given one at a time.

4. Provide Direct, Systematic Instruction:

Although some students are able to intuit the structure of language and strategies for developing language arts skills, most need explicit, direct instruction in methods for reading, spelling, writing, and study skills.

Instruction should be systematic, starting with the most basic element of a skill, and progressing to more advanced elements. There is a scope and sequence for learning reading, spelling, writing and study skills, and it is best to follow those sequences without skipping steps. Teachers should be careful not to make assumptions about what skills students possess. Some students may appear to have some fairly advanced skills, such as writing an essay or taking notes, but at the same time they may be lacking in some very basic skills, such as telling time or spelling common sight words. The older and/or more cognitively adept a student is, the greater the temptation to make assumptions about skills.

5. Review and Spiral Back:

Sometimes students appear to learn something only to forget it a day, week, or month later. To achieve automatization, students need to constantly review and spiral back over previously learned skills and information. Do not assume that one demonstration of mastery is sufficient over a length of time. Teachers should provide frequent repetition of “old” skills, while slowly introducing and practicing new skills.

6. Provide Immediate Feedback and Opportunities for Success:

Provide immediate, specific feedback. When students make a mistake, you should offer corrective negative feedback, which doesn’t threaten or harm their confidence, but does allow them to see their mistakes. “Can you do this in another way?” or “You did this part O.K., but then what happened?” are examples of corrective feedback questions. The feedback must be given as immediately as possible so the student does not repeat the mistake or learn an incorrect pattern. Finally, offer praise that is genuine. When the student does something well, provide positive feedback, but not to the point that it becomes meaningless with overuse.

Activity No. 5

If you have to teach at primary level, what strategies you will follow to identify learning difficulties of students?

5. PREPARING LESSONS ACCORDING TO THE INDIVIDUAL NEEDS

Lesson planning is one of the most important and basic conditions in organizing learning, being one of the main duties of the teacher as a regulator of his pupils' learning. There is no doubt that organizing others' learning in a certain situation is considered to be a magnificent job which has its rules and conditions that a dutiful teacher should be aware of according to the available circumstances. Meaningful planning is a major step towards success to pave the way for a suitable atmosphere for learning inside or outside the classroom without wasting time in useless affairs.

Preparation is the teacher's best assistance in performing his duty whatever his lesson is (easy or difficult). A teacher should plan for his lesson whatever excellent the teacher is. It is not reasonable for anyone to excel any work without preparation and being ready to perform it. Inefficiency in this domain is considered an inefficacy in one of the main duties of his job. The teacher plans his year or term plan before the school year begins by specifying the main features of the subject (distribution, objectives, methods, techniques, suggested time and methods of evaluation). The teacher should also write his daily plan regularly by stating the behavioral objectives for each period and what techniques, aids, activities and timing does each objective need in addition to the various suitable evaluation techniques. Each teacher should be aware of the difference between the year plan and the lesson plan (daily plan) that lies in the level of execution i.e. the daily plan is prepared for one period while the year plan covers a complete school year or term. As for objectives, the year plan is characterized by generalization and the daily plan is characterized by specification.

Teacher's mental preparation (understanding his subject matter), psychological (getting his pupils ready to receive the new experiences) and materially (audio-visual aids, class findings etc.) in addition to his written preparation. Each period should have its own preparation, in case of teaching the same preparation in more than one class in different days, the teacher should denote to that by writing the date. If classes are different in the scientific standard or individual differences, the teacher must prepare the lesson for each class according to the different standards because lesson planning is related to the learner himself. Organizing the course and arranging its different elements logically in order to make the lesson well-linked and clear. Preparation should be free from grammatical or spelling mistakes. Handwriting should be good and clear. The teacher should take his preparation notebook with him in each classroom to make use of it. He shouldn't read from it in a noticeable way, instead, he can have a look whenever he needs that. Processing difficulties during the lesson daily planning leads to logical scientific and proper preparation. Revision lesson preparation should include the objectives and topics of the revision in addition to the aids and the questions that should be discussed. The test lesson preparation must contain objectives, questions and instructions of the test. The teacher should organize the school library or any other learning resources visits and he should prepare for that in the special field according to the directives concerning this

matter. The teacher should write the remarks and recommendations - written by the educational supervisor in the visits record - to be aware of what he is asked to execute in order to improve and develop his performance to facilitate the follow up process done by the school headmaster and the educational supervisor. Free reading and benefiting from the scientific and educational references can help in the teacher's continuous self cultivation and professional growth to enrich his experiences.

A teacher has to follow certain steps to prepare lessons according to individual needs.

These include the following steps:

- Preparation
- Presentation
- Practice
- Evaluation
- Expansion

The five parts of a lesson may all take place in one class session or may extend over multiple sessions, depending on the nature of the topic and the activities. The lesson plan should outline who will do what in each part of the lesson. The time allotted for preparation, presentation, and evaluation activities should be no more than 8-10 minutes each. Communication practice activities may run a little longer.

1. Preparation:

As the class begins, teacher should give students a broad outline of the day's goals and activities so they know what to expect. He must help them focus by eliciting their existing knowledge of the day's topics. Teacher should:

- Use discussion or homework review to elicit knowledge.
- Use discussion of what students do and/or like to do to elicit their knowledge of the topic they will address in communication activities.

2. Presentation/Modeling:

Teacher should move from preparation into presentation of the content of the lesson and relevant learning strategies. Present the strategy first if it will help students absorb the lesson content. Presentation provides the lesson's input that gives students the foundation for their learning. Input comes from the instructor and from course textbooks. An important part of the presentation is structured output, in which students practice the form that the instructor has presented. In structured output, accuracy of performance is important. Structured output is a type of communication that is found only in language classrooms. Because production is limited to pre-selected items, structured output is not truly communicative.

3. Practice:

In this part of the lesson, the focus shifts from the instructor as presenter to the students as completers of a designated task. Students work in pairs or small groups on a topic-based task with a specific outcome. Completion of the task may require the bridging of an information gap. The instructor observes the groups and acts as a

resource when students have questions that they cannot resolve themselves. Activities for the practice segment of the lesson may come from a textbook or be designed by the instructor.

4. Evaluation:

When all students have completed the practice task, reconvene the class as a group to recap the lesson. Ask students to give examples of how they used the content and learning or communication strategies to carry out the academic task.

Evaluation is useful for four reasons:

- It reinforces the material that was presented earlier in the lesson.
- It provides an opportunity for students to raise questions of usage and style.
- It enables the instructor to monitor individual student comprehension and learning.
- It provides closure to the lesson.

5. Expansion:

Expansion activities allow students to apply the knowledge they have gained in the classroom to situations outside it. Expansion activities include out-of-class observation assignments, in which the instructor asks students to find examples of something or to use a strategy and then report back.

Activity No. 6.

1. Make a chart and highlight the importance of lesson preparation, then discuss it with a nearby primary school teacher.
2. Identify the main steps of lesson preparation.

6. STUDENTS' EVALUATION

According to Tufo (2002) evaluation is the process of determining the value or worth of a program, course, or other initiative, toward the ultimate goal of making decisions about adopting, rejecting, or revising the innovation. It should not be confused with assessment, which encompasses methods for measuring or testing performance on a set of competencies. Evaluation is the more inclusive term, often making use of assessment data in addition to many other data sources. While student evaluation is to make decisions about teaching and students' performance. Understanding the purposes of evaluation helps teachers make decisions about the types of assessments and criteria they will use in evaluating student progress. The purpose of an assessment may be clarified by asking "who is this information for and how will it be used.

There are different techniques for students' evaluation. Davis (1993) has highlighted following tools for students' evaluation:

- **Questioning:** A very simple tool for checking effective teaching is to incorporate specific questions within a lesson to gauge student understanding of the material. For example, an instructor may ask students to verbally answer a question similar to one that will be asked on an exam. This tool is more useful than simply asking if students have any questions because students who are confused may not be able to articulate their questions. Moreover, some students may falsely believe they understand the lesson and not ask questions. Checking for understanding within a lesson helps the instructor discover students' level of learning and to make adjustments during the lesson itself.

- **Classroom Response Systems:** A problem with simple questioning is that an instructor generally will get a response from only one or two students rather than the entire class. This problem can be resolved with a few strategies that fall under the Classroom Response umbrella.

The first strategy is the easiest to implement. An instructor asks a multiple choice question or makes an agree/disagree statement about the material. Students indicate by the position of their thumb whether they believe the answer is A (upright), B (sideways), or C (downward) or Agree (upright) or Disagree (downward). The instructor can then quickly look around the room to determine how many students have the correct answer.

The second strategy involves the use of colored index cards. Its method is identical to the first strategy except that the instructor is using color coded cards for the responses. The advantage of using colored index cards is that they are easier to see than thumbs.

The third strategy involves the use of hand-held remote controls ("clickers") to measure student responses. The technology is linked to software in a computer, either a laptop or a classroom computer and can keep a record of student responses. Many instructors use this technology by imbedding the question into their presentation software. Both the instructor and students receive immediate feedback to the responses. In addition to the recordkeeping aspect of this system, a primary advantage of clickers is student anonymity in their responses in the classroom. A major disadvantage is the cost and performance reliability of the clickers themselves.

- **Open Class Discussion:** This technique can be used either during the class session or by monitoring student online discussion. By asking discussion questions that require critical thought, instructors are able to gauge students' understanding of the lesson material and whether they are making necessary connections to other course material. Many times students believe they know the material but their misunderstandings are revealed during discussion.
- **Minute Paper:** This evaluation tool is done at the end of class several times during the quarter. It derives its name from the fact that students spend no more than one minute answering any number of questions. The instructor reads the responses before the next class meeting and responds appropriately. Examples of questions asked are:
 - What was the most important thing you learned during class?
 - What unanswered questions do you have?
 - What was the muddiest point for you?
 - At what point this week were you most engaged as a learner?
 - Can you summarize today's lesson in one sentence? If so, please summarize it.
 - What has been most helpful to you this week in learning the course material?
- **Index Card:** A variation on the Minute Paper is for the instructor to write the responses to the following questions on a 3 x 5" index card following a lesson: "What worked? What didn't work? What are some ideas for changing the lesson?" The 3 x 5 card limits the amount of information that can be written down and serves as a reminder to write down ideas but to only spend a few minutes writing them down. Attach the card to the lesson notes to serve as a reminder the next time the lesson is taught.
- **Course Exams and Assignments:** Student success on course exams and assignments are a powerful data source on teaching effectiveness. A short questionnaire at the end of exams can ask students to identify which questions were the most difficult to answer and why they were difficult. A pattern may develop that can be used to make changes. Additionally, an instructor may ask students to critique assignments. Questions instructors may ask are:
 - Were instructions clear?
 - Did the assignment help students learn course material?
 - Were the expectations reasonable for the time-frame?
 - How many hours were devoted to completing the assignment?
- **Mid-quarter evaluation:** An effective way of gauging student learning and satisfaction is via anonymous mid-quarter evaluations. The evaluations can take a variety of forms. A simple survey asking students to describe what is working, what is not working, and suggestions for change can be conducted via paper-pencil or online. Many of the course management systems have tools that allow anonymous feedback. Instructors need to check with their system's administrator to find out how to do it. Many instructors provide 15-25 minutes of class time to a neutral party for the purpose of getting feedback from students. A more formal method is to use the same forms that are used for course evaluations. One thing to note is that even if course changes cannot be made during the quarter the evaluation takes place, mid-quarter evaluations allow instructors to engage in dialogue with their students regarding the teaching-learning process and students will feel more positive toward the instructor.

7. SELF ASSESSMENT QUESTIONS

- Q. 1 Offer a working definition teaching skills.
- Q. 2 “Set induction is about preparation of lessons”. Discuss in detail.
- Q. 3 Elaborate different types of set induction.
- Q. 4 Critically analyze importance of set induction.
- Q. 5 Kelley (2010) says that “teaching/presentation includes input, modeling, and checking for understanding”. Discuss with solid examples from Pakistan.
- Q. 6 Elaborate components of presentation skills with examples.
- Q. 7 Discuss some tips for teachers to make classroom presentation more effective.
- Q. 8 Analyze different standards to identify learning difficulties of students.
- Q. 9 Critically evaluate different strategies to identify learning difficulties of students.
- Q. 10 “Preparation is the teacher’s best assistance in performing his duty whatever his lesson is (easy or difficult)” critically analyze the statement.
- Q. 11 Explain the steps to prepare lessons according to individual needs. Give examples from Pakistan.
- Q. 12 Define the terms “Evaluation” and “Students Evaluation”. Also highlight the importance of students’ evaluation.
- Q. 13 Critically discuss different techniques of students’ evaluation.

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